



# Title I Orientation to Corrective Action

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**The New Jersey Department of Education**

The Office of Title I Program Planning and  
Accountability

**Suzanne Ochse, Director**



# NCLB LEGISLATION

## *Purpose of NCLB*

**“Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.”**

**20 U.S.C. § 6301**

# NCLB LEGISLATION

## *Performance Benchmarks*

		Starting Point 2003	2005	2008	2011	2014
Language Arts Literacy	Grade 4	68	75	82	91	100
	Grade 8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Grade 4	53	62	73	85	100
	Grade 8	39	49	62	79	100
	Grade 11	55	64	74	86	100

# NCLB LEGISLATION

## *School Improvement Continuum*

	Status	Sanctions
<b>Year 1</b>	Does not make AYP	Early warning; no sanctions
<b>Year 2</b>	Does not make AYP School in need of improvement	Public school choice, technical assistance, school improvement plan
<b>Year 3</b>	Does not make AYP School in need of improvement	Public school choice, supplemental educational services, technical assistance, school improvement plan
<b>Year 4</b>	Does not make AYP School in need of improvement – corrective action	Public school choice, supplemental educational services, corrective action, technical assistance, school improvement plan

# NCLB LEGISLATION

## *School Improvement Continuum (cont.)*

	Status	Sanctions
Year 5	Does not make AYP School in need of improvement – restructuring	Public school choice, supplemental educational services, plan for restructuring, technical assistance
Year 6	Does not make AYP School in need of improvement – restructuring	Public school choice, supplemental educational services, implement plan for restructuring

# CORRECTIVE ACTION

## *General Information*

- **Definition:** Significant intervention in a Title I school that is designed to remedy the school's persistent inability to make AYP
  
- **When:** After two consecutive years in school improvement status
  - ❖ Year 1 – Early Warning
  - ❖ Year 2 – Public School Choice
  - ❖ Year 3 – Supplemental Educational Services
  - ❖ Year 4 – Corrective Action

# CORRECTIVE ACTION

## *District Responsibilities*

*The district continues to . . .*

- Offer all students the option to transfer to a high-performing school in the district (Public School Choice).
- Offer supplemental educational services to eligible students.
- Provide, or provide for, technical assistance to the school.

# CORRECTIVE ACTION

## *District Responsibilities*

*The district must do one of the following . . .*

- ❖ Provide professional development that is scientifically based and proven to increase student achievement.
- ❖ Institute a new curriculum grounded in scientifically based research and provide professional development to support implementation of the curriculum.
- ❖ Extend the length of the school day or school year.
- ❖ Replace the school staff who are relevant to the school not making AYP. Significantly decrease management authority at the school.
- ❖ Restructure the internal organization of the school.
- ❖ Appoint outside expert(s) to advise the school on relevant school improvement issues.



# CORRECTIVE ACTION

## *Parent Notification*

*The district notification to parents must . . .*

- Explain the meaning of the identification.
- Indicate how the school compares academically to other schools in the district and the state.
- Provide the reason for the schools identification (participation rates, proficiency rates).
- Explain how parents can become involved to address the academic issues that led to the identification.
- Outline the parents' option to exercise public school choice.
- Explain how parents of eligible children can obtain supplemental services for their child/children and information on approved providers.

# CORRECTIVE ACTION

## *Parent Notification*

*The district notification to parents must follow these guidelines for . . .*

### ■ Clarity

- ❖ Notification is understandable and formatted uniformly
- ❖ Alternate formats should be available upon request
- ❖ Written notification must be available in a language parents can understand and read

### ■ Dissemination

- ❖ Directly – through regular mail or e-mail
- ❖ Indirectly – broader means (e.g., Internet, media)



# CORRECTIVE ACTION

## *The School Improvement Plan*

*The school must develop a school improvement plan or revise an existing school improvement plan that meets the following criteria . . .*

- Improves the quality of teaching and learning to increase student achievement
- Provides a framework for analyzing and addressing instructional issues in the school and district
- Is developed within 90 days of identification as school/district in need of improvement
- Contains measurable goals



# CORRECTIVE ACTION

## *The School Improvement Plan*

*The school improvement plan must include . . .*

- Core academic subjects and strategies used to teach them
  - ❖ Identify scientifically based research strategies to increase proficiency in math and language arts literacy
  - ❖ Include extended day/year activities
- Professional development
  - ❖ Be high-quality, ongoing, and classroom focused
  - ❖ Focus on teaching and learning (content knowledge, SBR instructional strategies, aligning instructional activities with CCCS and assessments)
  - ❖ Incorporate teacher mentoring activities and programs



# CORRECTIVE ACTION

## *The School Improvement Plan*

*The school improvement plan must include . . .*

- **Parental Involvement**
  - ❖ Describe the school's process to provide parents with written notification of the school's status
  - ❖ Provide specific strategies used to promote parent involvement
- **Collaboration**
  - ❖ Be a collaboration between teachers, administrators, parents, community, external experts/consultants
- **Peer Review**
  - ❖ Be completed by teachers and administrators from similar schools/districts that have a history of academic success



# CORRECTIVE ACTION

## *The School Improvement Plan*

*The school improvement plan timelines are . . .*

- Review – Peer reviewers respond within 45 days of the plan's submission for review
- Revisions – LEA assists school with revisions
- Approval – LEA approves the plan once it meets statutory and regulatory requirements (should be done ASAP)
- Conditional Approval – LEA may approve conditionally if peer review does not adequately address programs and activities to increase student achievement
- Implementation – School implements as soon as LEA approves the plan



# CORRECTIVE ACTION

## *Assistance to Schools*

- NCLB §1117 requires the state to establish School Support Teams to assist low-performing schools
- The Collaborative Assessment and Planning for Achievement (CAPA) process fulfills the requirements for Title I schools in corrective action



# ASSISTANCE TO SCHOOLS

## *The CAPA Process*

*CAPA is a collaborative effort that . . .*

- Empowers schools and districts to go beyond current efforts to improve student achievement
- Strives to pinpoint obstacles to student achievement
- Identifies needs and develops solutions to improve school performance





# ASSISTANCE TO SCHOOLS

## *The CAPA Process*

*The New Jersey CAPA process. . .*

- Borrows from the three-year process used by the Kentucky Department of Education (KDE)—Scholastic Audit
- Uses KDE School Improvement staff to provide training for NJ teams, mentor some NJ team leaders, and lead some of the initial site visits



# ASSISTANCE TO SCHOOLS

## *CAPA Protocol*

*The CAPA protocol includes . . .*

- 3 Focus Areas
- 9 Standards
- 92 Indicators
- 4 Performance Levels



# ASSISTANCE TO SCHOOLS

## *CAPA Protocol*

*Focus area 1 is Academic Performance and its standards include . . .*

1. Curriculum (7 indicators)
2. Classroom Assessment and Evaluation (8 indicators)
3. Instruction (8 indicators)

Incorporates content areas of language arts literacy and mathematics



# ASSISTANCE TO SCHOOLS

## *CAPA Protocol*

*Focus Area 2 is Learning Environment and its standards are . . .*

4. School Culture (11 standards)
5. Student, Family and Community Support (9 standards)
6. Professional Growth, Development and Evaluation (12 indicators)



# ASSISTANCE TO SCHOOLS

## *CAPA Protocol*

*Focus Area 3 is Efficiency and its standards are . . .*

- 7. Leadership (11 standards)
- 8. Organizational Structure and Resources (10 standards)
- 9. Comprehensive and Effective Planning (16 standards)



# ASSISTANCE TO SCHOOLS

## *CAPA Protocol*

*The 4 performance levels used to rate the development and implementation levels are . . .*

- 4 Exemplary level of development
- 3 Fully functioning level and operational level of implementation
- 2 Limited development and partial implementation
- 1 Little or no development and implementation



# ASSISTANCE TO SCHOOLS

## *CAPA Team Protocol*

- 8 to 10 highly qualified educators dedicated to enhancing the educational experience for all children.
- A systematic research-based process: the team conducts interviews, performs classroom observations, and gathers and analyzes data.
- The team uses the process to identify barriers to student achievement and constructs a plan to remove obstacles to student learning.



# ASSISTANCE TO SCHOOLS

## *CAPA Team Protocol*

1. Team Leader
2. DOE Liaison
3. Principal
4. Highly Skilled Teacher
5. Language Arts Literacy Specialist
6. Mathematics Specialist
7. Special Education, Pupil Services Personnel, Bilingual or Gifted and Talented Specialist
8. Parent
9. Institution of Higher Education Member

### **Ex Officio Members**

10. District Liaison
11. Recorder





# ASSISTANCE TO SCHOOLS

## *CAPA Team Protocol*

*The NJDOE representative on the CAPA team is from . . .*

- Abbott Local Support Teams (LST)
- Office of Title I Program Planning and Accountability
- County Education Offices
- Regional Education Offices
- Various NJDOE Offices

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*The timeline for the CAPA team is . . .*

- 4 to 7 hours – preparation
  - ❖ Assignments, review portfolio and data, begin writing findings
- 3 days – average visit to school
  - ❖ Begin 7:30 a.m. with interviews of parents outside school; Debrief for at least one hour after closing of school day; Return to hotel and write findings (3 hours)
- 1 day – completion of writing and rating by subteams
  - ❖ All findings completed for assigned standards; All indicators rated; All recommendations, commendations, next steps completed
- 1 day – holistic scoring
  - ❖ Present findings, scoring, recommendations, next steps; Finalize reflective questions; Sign report and submit to NJDOE

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

### *Step 1a: Before the visit, the school . . .*

- Sets a meeting with district/school leadership and CAPA team leader
- Develops School Portfolio and Data Profile
- Completes Survey/Self-Study
  - ❖ School and Community Perceptive Survey
  - ❖ School Leadership Council/School Planning Committee Self-Study
  - ❖ School Leadership Self-Study
- Notifies school staff, school leadership, parents and community

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

### *Step 1b: Before the visit the school and Team Leader . . .*

- Plan schedule for team interviews and observations
- Discuss School Portfolio, Data Profile, Surveys
- Discuss room arrangements—team meeting room, interview room(s)
- Prepare copies of bell schedule, master schedule, building map
- Discuss team membership

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

### *Step 1c: Before the visit the CAPA team . . .*

- Meets with district/school leadership, if requested
- Reviews School Portfolio and Data Profile
- Reviews Survey/Self-Study
  - ❖ School and Community Perceptive Survey
  - ❖ School Leadership Council/School Planning Committee Self-Study
  - ❖ School Leadership Self-Study
- Attends preparation meeting to discuss schedule and assignments (Sunday evening)

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*Step 2: During the visit (school hours) the CAPA team conducts . . .*

- Classroom Observations—all classrooms
  - ❖ 30-45 minutes (full period)
  - ❖ Visited twice
  
- Interviews
  - ❖ All staff interviewed individually and/or in small groups
  - ❖ School Leadership Council/School Planning Committee
  - ❖ Students and parents (formally and informally)

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*Step 2: During the visit (after school) the CAPA team . . .*

- Debriefs with the principal (daily)
- Debriefs as a team (daily)
  - ❖ Review standards and indicators
  - ❖ Secure evidence for findings—triangulation of evidence
  - ❖ List commendations, recommendations, next steps
  - ❖ Share information with other team members
  - ❖ Determine what additional information is needed for days 2 and 3
- Develops the report (ongoing)
  - ❖ Continually write findings



# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*Step 3: At the close of the visit the CAPA team . . .*

- Holds an exit meeting with the principal
- Debriefs
  - ❖ Final document review
  - ❖ Secure evidence for findings—triangulation of evidence
  - ❖ List commendations, recommendations, next steps
  - ❖ Share information with entire team
- Develops the report (ongoing)
  - ❖ Continually write findings



# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

### *Step 4: After the visit the CAPA team . . .*

- **Assigns ratings using holistic scoring and projects findings**
  - ❖ Subteams present findings and ratings
  - ❖ Information added by team members
  - ❖ Findings discussed
  - ❖ Consensus on each indicator
- **Completes the report**
  - ❖ 3 to 5 recommendations for each standard area
  - ❖ Next steps determined
  - ❖ Reflection questions
  - ❖ Team signs off

# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*Step 5: After the visit the CAPA team . . .*

- **Completes and delivers the report (3 to 4 weeks)**
  - ❖ NJDOE review
  - ❖ Delivery of report to principal, School Leadership Council/School Planning Committee, and district
  
- **Assists with revision of the NCLB Consolidated Application**
  - ❖ Prioritized recommendations incorporated
  - ❖ Submission to NJDOE in 3 to 4 weeks
  - ❖ Follow-up determined



# ASSISTANCE TO SCHOOLS

## *Steps in the CAPA Process*

*Step 6: After the visit the school receives follow-up and continued assistance from . . .*

- **NJDOE and district**
  - ❖ On-site visits
  - ❖ Networks
- **Other assistance**
  - ❖ Highly skilled professionals
  - ❖ Self-studies
  - ❖ Technology



# Contact Persons

## The Office of Title I Program Planning and Accountability

Karen Campbell

609-943-4283

[Karen.campbell@doe.state.nj.us](mailto:Karen.campbell@doe.state.nj.us)

Patricia Mitchell

973-655-2117

[Pat.mitchell@doe.state.nj.us](mailto:Pat.mitchell@doe.state.nj.us)